**Top Ten Takeaways - High School**

1. Get away from being a single independent kingdoms united by a common parking lot
2. A powerful vehicle for school change
3. When we did PLCs: don’t do them, you are one or you become one – not something new, but a package under PLCs
4. Norms are a collective commitment of the group members
5. Prefer “collective commitment” term, instead of beliefs and values
6. Relationship between RtI and PLC, Richard Dufour had a nice explanation for how PLC lays foundation for RtI
7. Principals lead from the center rather than the top
8. Learn it by doing it, get started, get better
9. Common formative assessment is more clear – basis of PLCs
10. What you want to move away from: teachers left in splendid isolation, toxic school cultures – griping
11. PLC creates vehicle to do the work of the bigger initiatives ahead of us
12. Link between assessment and PLCs is significant, academic freedom does not give teachers right to assess poorly
13. Content student receives should not depend on random assignment of a teacher
14. Opened a large number of questions about grading practices
15. Grading practices have to be looked at
16. Open grading practices up for discussion among teachers – migrate toward commonality
17. Next step after common assessments is looking at grading practice – natural progression
18. Importance of giving teachers research information, even just quotes, shared research base – give teachers the why to change
19. Not talking about grading practices until have base knowledge about common assessments
20. PLC would examine student work and develop the inter-rater reliability as a group on common assessments
21. Not working in isolation within buildings, collaborate across buildings
22. If you wait for all the teachers to get on board, your ship may never leave the harbor
23. Wake up every day intending to change the world
24. Celebrate!
25. Leverage lunch, use that time for struggling students, 25 min for improving grades, creative with teachers schedules for early/late arrival – play with schedule, throw out the rules – use what you have without extra cost
26. It is NOT okay NOT to do your work, just like you have to do your taxes
27. Study halls are another place where students can enter/exit quickly for extra help – flexible schedules
28. Service component for National Honor Society – students serve as tutors
29. Needs to happen during the school day
30. Not optional (intervention)
31. Maintain focus on four critical questions – all of our initiatives can fit into those, if we take care of those the rest will happen
    1. What is it the students should know and be able to do?
    2. How will we know if they’ve learned?
    3. What will we do if they haven’t learned?
    4. What will we do with students who already know it?
32. Principals will need a lot of support with data – teachers as PLCs need to ask and answer these questions using their own data
33. Academic freedom does not mean a free for all
34. Create a sheet that articulates what academic freedom is and is not
35. District assessment policy, will help with academic freedom issues
36. District grading practice policy
37. Common assessments – each does it their own way – hard to know what is going on in every classroom – doing what they are saying
38. Create a sheet that articulates what common assessment is and is not
39. Teams hold each other accountable
40. Be willing to challenge those who violate the norms
41. Teachers reluctant to share work with each other, fear of failure and judgment – need to get over this hurdle
42. How do resource teachers fit into PLCs?
43. What is the first step in this process?
44. Start with the research – read common things (articles); develop common foundation of knowledge; process will need a foundation to understand where it is they will go
45. Build a collective commitment, look at the data (factual statements), teams come together and we guide them toward our goal
46. What does “off the ground” mean for PLCs?
47. SMART goals
48. Guaranteed and viable curriculum

**Top Ten Takeaways - Elementary**

1. I have the responsibility to build capacity in everyone I work with.
2. I have to be an expert.
3. I have to help people build their own capacity.
4. Interdependent teams…build the capacity of teams to trust each other and work together to ensure that all kids learn.
5. The difference between a group and a team.
6. The reason for interdependence, time to collaborate on the right work.
7. The marathon and the crew team. We have been marathon runners. If you have ever been to a crew event the work together is amazing.
8. Give the student a chance to improve their learning. Give kids a chance to work where they are learning.
9. Be purposeful in the next stage of instruction.
10. Goals without data are wishful thinking.
11. The actual gap….what we know about education and what we actually do.
12. How do we make people do.
13. We waste time in education….then we say that we don’t have enough time.
14. We just love to be busy as teachers and we don’t get much accomplished.
15. What result are you getting from what you are doing? What are you doing? From teacher to teacher. Time being spent in classrooms with little or no value.
16. Guaranteed and viable curriculum for all students—student content should not be dependent on the assignment of the teacher. All 4th graders should have a chance to have the same learning.
17. At the end of the established time there should be agreed upon result.
18. Identify the power standards—if students are reaching high levels of thinking then the way you get there is individual.
19. No one is an expert at everything.
20. Data for the team; correlate together.
21. School culture….culture trumps structure.
22. If culture doesn’t support the collaborative structure then you don’t move ahead.
23. Responsibility—instead of being responsible for your class; switch to be responsible for the 84 kids.
24. How do we make the plc process meaningful for specialists.
25. Changing the language in your building to what if….from if the parents….if the district….if I was only a Title 1 school….
26. Have to start doing different thinking….
27. The power of the group IQ—no one can be an expert in everything, the team brings together different knowledge….the group IQ is higher than any one person
28. IQ and learning—we have to be a learning community and keep learning right along with our students
29. Some people in education stop being learners….
30. Each teacher has strengths but they don’t have ways to share….
31. Instead of having a meeting in the Library….go to other classrooms
32. Celebrations….showcase what is going well; they gave a lot of ideas for celebration (Kool and the Gang)
33. Data is the gateway to improvement
34. Are we focusing on the right work?
35. Create systems of intervention
36. Act quickly….pick carefully which items we focus on
37. SMART goals….short and long term goals
38. What do we want them to learn…..come to consensus about what they are; power standards
39. The teachers need to sit down with the curriculum documents and agree on what it means
40. Protocols help keep the teachers focused on the right work
41. Collaboration vs co-labor
42. Collaboration is not invitational….provide time, have clear expectations for the outcome; here is the protocol; expect to hear back
43. Grading practices….based on common assessments….can we say with any certainty that if three 5th grade teachers sit down with the same piece of work that they will assess/evaluate it the same way.
44. Think about developing capacity….to look at the results of common assessment….develop inter rater reliability—so that they can meaningfully us the results consistently.
45. Learning by Doing….what we are asking everyone to do—teachers and administrators
46. Dive in
47. It will be fun. If we do it right…not be top down…it will expand their energies.
48. What creates the toxic culture has been the isolation….just come together to vent.
49. Giving people time to come together so that they collectively have a common goal and can see the light at the end of the tunnel.
50. Can’t just put them together and say good luck with that.
51. The four big questions: What do we want kids to know? How will we know if they have learned it? What do we do if they are not learning? What do we do if they learn it easily or already know it?
52. Single purpose—about the kids. Kids do not choose their parents. We believe more in you than you disbelieve in you.
53. When a kid fails a test will the teacher let them retake the test to improve their grade.
54. Show every team every day that you are interested; ask questions; be the facilitator; show interest in the kids in the classroom—learning.

**Top Ten Takeaways - Middle School**

1. PLCs are the vessel to provide what we need.
2. Time for some meetings but need to create time for others, including singletons.
3. Meetings that contain good collaboration but the wrong work is still headed in the wrong direction.
4. Student by student, skill by skill.
5. The right work is focused on results.
6. Collective behavior can influence student decisions.
7. Our goals have been SMAT, not SMART. (SMAT is focused on teachers, not student results)
8. Guaranteed and viable curriculum for all.
9. All means all for both kids and staff.
10. Need to explore everybody’s opinion.
11. Distributive leadership is key.
12. Explain why.
13. CRITICAL collaboration (p. 83 in spiral bound)
14. The importance of making sure everybody has the same background knowledge because people need to have a point of view about something, not just an opinion.
15. Include everybody, but it needs to be about something important.
16. Do it! Must actually start.
17. Coach it to sustain it.
18. Co-labor
19. Be able to deal with difficult situations. You deal with resistance, don’t just let it go on.
20. Content shouldn’t depend on the random assignment of a teacher.
21. We must find time for content collaboration, vertical and horizontal across the 3 middle schools.
22. With MAP, CRT, attendance, behavior, common assessment data – you have a personal learning plan for every student. If we do it right we should be able to make that accessible on Zangle.
23. Has to be agreement among those who teach whatever it is, as to the content they are teaching (power standards).
24. 4 critical questions
    1. What students need to know and be able to do?
    2. How will we know if they’ve learned it?
    3. What do we do if they don’t learn it?
    4. What do we do if they already know it.
25. Norms are collective commitments as opposed to rules.
26. If you have the discipline to work on this work, you will get an increase in learning.
27. Averages can be deceiving, focus on individual student.
28. Collaborating is not the end means, student achievement is the end goal.
29. Critical for principal to be sitting in the team, maybe not every team every time.
30. Just because you sit a group of teachers around a table doesn’t mean they know how to collaborate. You have to have the model and intentionally teach how to collaborate.
31. We in our grading practices tend to over emphasize homework. Grades s/b based on demonstration of student mastery. Look at homework as the practice.
32. Students begin to believe in themselves, they have hope that they can learn this, when using homework as practice and focus students on the results.
33. Move great practice out to the broader group, not just isolated greatness.
34. Tight/loose concept. (e.g. every team will have norms = tight; teams develop their own norms = loose)
35. Academic freedom says there are only certain things that you can be brought to court about, it does not give teachers free reign.
36. Identify power standards from the curriculum – what is critical for students to know. How will we assess it? Then the other critical questions…
37. All kids can get there – J curve, no longer the bell curve – may need increased time.
38. Focus on individual students and the four critical questions. Not just groups of students.
39. Vertical collaboration on standards among teachers to determine power standards.
40. If we work the process, we’ll impact heart. We will be able to tell who has the heart to go the extra mile – we cannot give up on any kids and let them fail.
41. Each member of the team has to care.
42. Change expectation and get beyond the SES argument that SES students just cannot make it (blame on family, parents, society and things that cannot be helped).
43. Get all of our staff to feel the responsibility for the success of each student.
44. Team effort.
45. Perpetuate the attitude that we will not give up on any student.
46. Principal is the best model of caring and heart. Staff, students, community needs to see sincerity and know that you truly believe in our number one goal.